July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results,* adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results.* Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

Maine High School Assessment

SAU Report

Test Date: May 2008
ID: 1123
SAU: Orono School Department

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

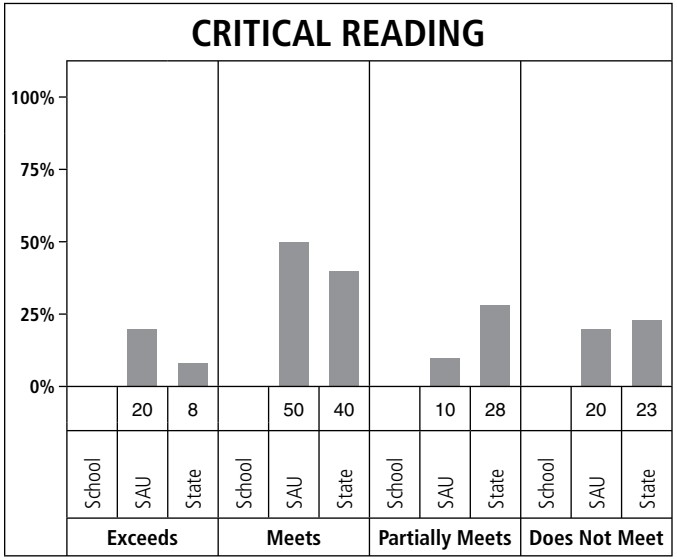
Maine High School Assessment

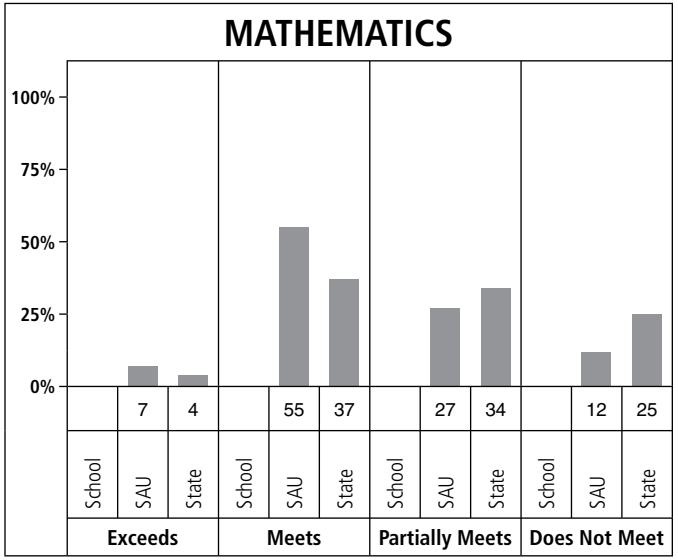
SUMMARY OF SCORES

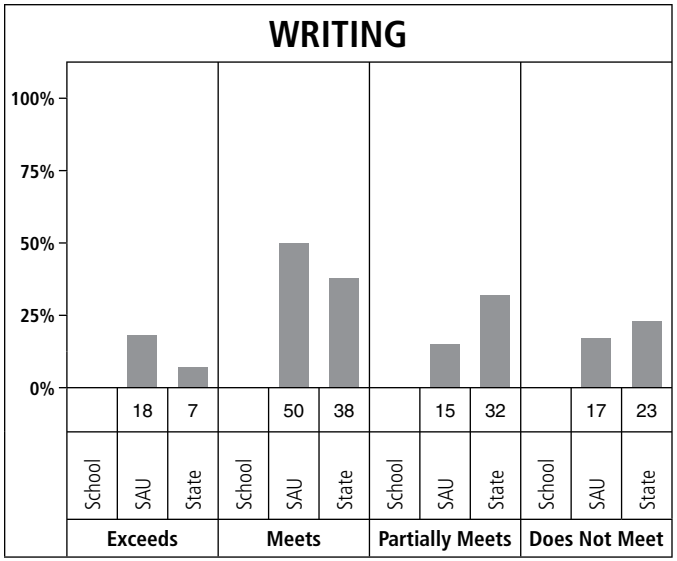
Test Date: May 2008
SAU: Orono School Department

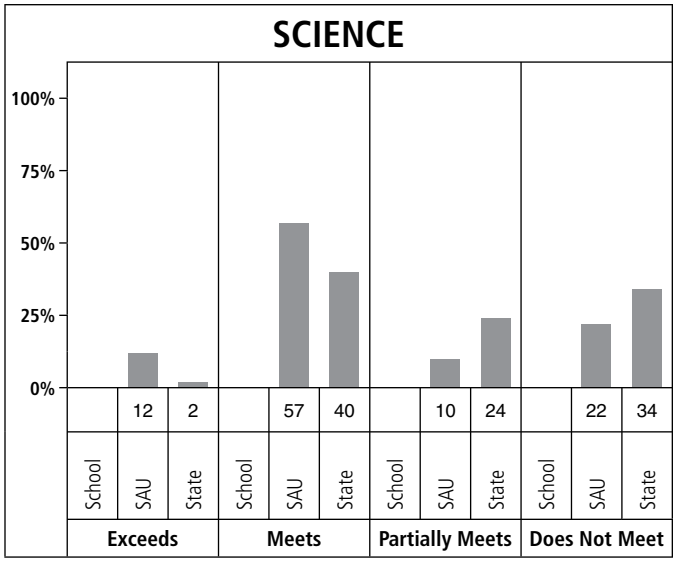
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 **2007–2008**		1147 **1147**	1141 **1141**
Mathematics 2006–2007 **2007–2008**		1146 **1146**	1140 **1141**
Writing 2006–2007 **2007–2008**		1145 **1146**	1141 **1140**
Science 2007–2008		**1147**	**1141**









Maine High School Assessment

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Orono School Department

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																					
							Critical Reading						Mathematics						Writing						Science			
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			60	100	15604	100			60	100	14875	96			60	100	15165	97			60	100	14869	96			60	100	14961	96
Ethnicity African American/Black			1	2	305	2			1	100	261	86			1	100	286	95			1	100	260	86			1	100	280	93
American Indian or Native Alaskan			1	2	103	1			1	100	95	93			1	100	97	95			1	100	95	93			1	100	93	91
Asian or Pacific Islander			3	5	215	1			3	100	194	90			3	100	202	94			3	100	194	90			3	100	200	93
Hispanic			2	3	140	1			2	100	118	84			2	100	123	88			2	100	118	84			2	100	120	86
Caucasian/White			53	88	14841	95			53	100	14207	96			53	100	14457	98			53	100	14202	96			53	100	14268	96
Not Reported			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Identified disability			10	17	2247	14			10	100	2065	93			10	100	2138	96			10	100	2060	92			10	100	2081	93
Current LEP			1	2	648	4			1	100	508	79			1	100	564	87			1	100	507	78			1	100	534	83
Economically disadvantaged			8	13	4028	26			8	100	3682	92			8	100	3831	95			8	100	3679	92			8	100	3755	94
Migrant			0	0	5	0			0	0	5	100			0	0	5	100			0	0	5	100			0	0	5	100

MODE OF PARTICIPATION[3]	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations			53	88	13042	84			53	88	13332	85			53	88	13042	84			53	88	13192	85
Identified disability (PET/IEP)			6	11	739	6			6	11	810	6			6	11	739	6			6	11	791	6
LEP			1	2	399	3			1	2	456	3			1	2	399	3			1	2	436	3
504 plan			0	0	196	2			0	0	204	2			0	0	196	2			0	0	201	2
Participation with accommodations			7	12	1623	10			7	12	1624	10			7	12	1625	10			7	12	1567	10
Identified disability (PET/IEP)			4	57	1117	69			4	57	1119	69			4	57	1119	69			4	57	1088	69
LEP			0	0	93	6			0	0	93	6			0	0	93	6			0	0	83	5
504 plan			2	29	58	4			2	29	58	4			2	29	58	4			2	29	55	4
Other			1	14	367	23			1	14	366	23			1	14	367	23			1	14	353	23
Participation through alternate assessment (PAAP)			0	0	209	1			0	0	209	1			0	0	202	1			0	0	202	1
Identified disability (PET/IEP)			0	0	209	100			0	0	209	100			0	0	202	100			0	0	202	100
LEP			0	0	15	7			0	0	15	7			0	0	15	7			0	0	15	7
504 plan			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Approved non-participation in reading – 1st year LEP			0	0	1	0																		
Approved non-participation – special consideration			0	0	36	0			0	0	40	0			0	0	36	0			0	0	38	0
Non-participation – other			0	0	693	4			0	0	399	3			0	0	699	4			0	0	605	4

1 Percents are the percentage of students enrolled in each participation category.
2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.

Maine High School Assessment

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Orono School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006			10	21	1079	7
	2006-2007			12	26	1168	8
	2007-2008			**12**	**20**	**1184**	**8**
	Cum. Total*			34	22	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006			24	51	5697	38
	2006-2007			17	37	5714	38
	2007-2008			**30**	**50**	**5885**	**40**
	Cum. Total*			71	46	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006			5	11	4772	32
	2006-2007			8	17	4728	31
	2007-2008			**6**	**10**	**4093**	**28**
	Cum. Total*			19	12	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006			8	17	3595	24
	2006-2007			9	20	3444	23
	2007-2008			**12**	**20**	**3417**	**23**
	Cum. Total*			29	19	10456	23

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

Maine High School Assessment

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orono School Department

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											60	20	50	10	20	1147	14579	8	40	28	23	1141
Ethnicity																						
African American/Black											1						248	4	21	27	48	1132
American Indian or Native Alaskan											1						94	5	27	28	40	1134
Asian or Pacific Islander											3						192	4	35	30	31	1138
Hispanic											2						115	5	32	26	37	1136
Caucasian/White											53	21	55	6	19	1149	13930	8	41	28	23	1141
Not Reported											0						0					
Identified disability																						
Yes											10	0	10	0	90	1124	1823	1	9	24	65	1126
No											50	24	58	12	6	1152	12756	9	45	29	17	1143
Current LEP																						
Yes											1						488	3	22	24	52	1132
No											59	20	49	10	20	1147	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes											8	0	13	25	63	1126	3545	3	28	30	39	1134
No											52	23	56	8	13	1150	11034	10	44	27	19	1143
Migrant																						
Yes											0						5	20	0	40	40	1136
No											60	20	50	10	20	1147	14574	8	40	28	23	1141
Gender																						
Female											29	24	52	10	14	1150	7237	8	42	30	19	1142
Male											31	16	48	10	26	1145	7342	8	38	26	28	1140
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						103	0	9	30	61	1127
No											60	20	50	10	20	1147	14476	8	41	28	23	1141
Gifted/talented program																						
Yes											4						295	48	48	4	0	1161
No											56	16	52	11	21	1146	14284	7	40	29	24	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Orono School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007			3	6	578	4
	2007-2008			**4**	**7**	**637**	**4**
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007			27	57	5481	36
	2007-2008			**33**	**55**	**5508**	**37**
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007			11	23	4754	31
	2007-2008			**16**	**27**	**5065**	**34**
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007			6	13	4607	30
	2007-2008			**7**	**12**	**3660**	**25**

*Standards were reset for mathematics in 2007 so only two years of historical data are displayed.

Maine High School Assessment

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orono School Department

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											60	7	55	27	12	1146	14870	4	37	34	25	1141
Ethnicity																						
African American/Black											1						274	1	12	31	57	1133
American Indian or Native Alaskan											1						96	2	24	30	44	1136
Asian or Pacific Islander											3						200	8	37	34	22	1142
Hispanic											2						120	3	23	32	43	1138
Caucasian/White											53	6	58	26	9	1147	14180	4	38	34	24	1141
Not Reported											0						0					
Identified disability																						
Yes											10	0	10	20	70	1132	1896	0	8	22	70	1130
No											50	8	64	28	0	1149	12974	5	41	36	18	1142
Current LEP																						
Yes											1						545	3	16	28	53	1135
No											59	7	54	27	12	1146	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes											8	0	0	63	38	1135	3695	1	22	37	40	1136
No											52	8	63	21	8	1148	11175	5	42	33	19	1142
Migrant																						
Yes											0						5	20	20	40	20	1144
No											60	7	55	27	12	1146	14865	4	37	34	25	1141
Gender																						
Female											29	3	62	28	7	1147	7362	3	36	36	24	1140
Male											31	10	48	26	16	1146	7508	5	38	32	25	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						103	0	8	41	51	1134
No											60	7	55	27	12	1146	14767	4	37	34	24	1141
Gifted/talented program																						
Yes											4						296	35	59	5	0	1158
No											56	4	55	29	13	1145	14574	4	37	35	25	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

WRITING RESULTS

Test Date: May 2008
SAU: Orono School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006			5	11	952	6
	2006-2007			8	17	937	6
	2007-2008			**11**	**18**	**962**	**7**
	Cum. Total*			24	16	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006			26	55	6055	40
	2006-2007			18	39	6167	41
	2007-2008			**30**	**50**	**5564**	**38**
	Cum. Total*			74	48	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006			9	19	4916	32
	2006-2007			14	30	4723	31
	2007-2008			**9**	**15**	**4679**	**32**
	Cum. Total*			32	21	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006			7	15	3221	21
	2006-2007			6	13	3227	21
	2007-2008			**10**	**17**	**3376**	**23**
	Cum. Total*			23	15	9824	22

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

Maine High School Assessment

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orono School Department

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											60	18	50	15	17	1146	14581	7	38	32	23	1140
Ethnicity																						
African American/Black											1						248	2	19	30	49	1131
American Indian or Native Alaskan											1						94	3	19	38	39	1133
Asian or Pacific Islander											3						192	6	30	34	30	1137
Hispanic											2						115	2	30	36	33	1136
Caucasian/White											53	19	53	13	15	1148	13932	7	39	32	22	1140
Not Reported											0						0					
Identified disability																						
Yes											10	0	0	20	80	1122	1825	1	7	23	69	1125
No											50	22	60	14	4	1151	12756	7	43	33	17	1142
Current LEP																						
Yes											1						488	3	19	29	49	1131
No											59	19	49	15	17	1146	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes											8	0	25	13	63	1130	3546	2	25	35	38	1134
No											52	21	54	15	10	1149	11035	8	42	31	18	1142
Migrant																						
Yes											0						5	20	0	20	60	1131
No											60	18	50	15	17	1146	14576	7	38	32	23	1140
Gender																						
Female											29	21	55	14	10	1149	7239	8	43	33	17	1142
Male											31	16	45	16	23	1144	7342	6	34	31	30	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						103	0	7	39	54	1128
No											60	18	50	15	17	1146	14478	7	38	32	23	1140
Gifted/talented program																						
Yes											4						295	42	53	4	0	1159
No											56	14	52	16	18	1145	14286	6	38	33	24	1139

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

SCIENCE RESULTS

Test Date: May 2008
SAU: Orono School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008			7	12	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008			34	57	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008			6	10	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008			13	22	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27			8.32	55.5	6.41	42.7
Cluster 2: Physical Sciences	14	25			8.63	61.6	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25			5.71	40.8	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23			8.40	64.6	6.59	50.7

Cluster 1: Life Sciences
- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences
- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences
- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science
- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Because science testing at the high school level resumed in 2008 after a two-year hiatus and new achievement level standards were set for the MHSA science test, historical data are not available.

Maine High School Assessment

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orono School Department

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											60	12	57	10	22	1147	14759	2	40	24	34	1141
Ethnicity																						
African American/Black											1						269	0	20	14	65	1134
American Indian or Native Alaskan											1						92	1	24	28	47	1138
Asian or Pacific Islander											3						199	3	36	25	36	1140
Hispanic											2						118	1	26	19	54	1136
Caucasian/White											53	11	58	9	21	1147	14081	2	41	24	33	1141
Not Reported											0						0					
Identified disability																						
Yes											10	0	20	10	70	1134	1879	0	11	17	72	1133
No											50	14	64	10	12	1149	12880	2	44	25	28	1142
Current LEP																						
Yes											1						519	1	18	19	62	1134
No											59	12	56	10	22	1147	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes											8	0	25	13	63	1137	3651	1	26	24	49	1137
No											52	13	62	10	15	1148	11108	3	45	24	29	1142
Migrant																						
Yes											0						5	20	40	40	0	1146
No											60	12	57	10	22	1147	14754	2	40	24	34	1141
Gender																						
Female											29	10	55	17	17	1147	7277	1	37	26	36	1140
Male											31	13	58	3	26	1146	7482	3	43	22	32	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						100	1	5	22	72	1133
No											60	12	57	10	22	1147	14659	2	40	24	34	1141
Gifted/talented program																						
Yes											4						296	13	80	5	3	1152
No											56	7	59	11	23	1145	14463	2	39	24	34	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number